CTI & CAREER TECH

What do I do? I have special education students in my class,
The Georgia Career and Technical Instruction (CTI) support service is designed to support students with disabilities enrolled in Career, Technical and Agricultural Education classes.
The goal of the secondary (grades 9-12) level services is to provide these students with job-entry skills at the completion of the CTAE experience.
CTI ROLE

- To provide resource assistance to students with disabilities served under the Individuals with Disabilities Act (IDEA) in the CTAE program and to coordinate the services needed for the learner to acquire his/her goal of job placement.

- Provide support services to students with disabilities enrolled in a Career, Technical and Agricultural.
■ Enable students to acquire entry-level job skills through a CTAE education plan.
■ Coordinate student's course of study with short and long-range career goals through an Individualized Education Plan (IEP).
■ Participate in the development of the transition section of an IEP.
Requirements to be served by CTI

- Must be a special education student
- Must be in a career technology class
- Must need support from the CTI to be successful
How students in special education are selected

■ Decided on a case-by-case basis
■ Served in small group classes for most academics
■ Struggles with organization
■ Requires extended time on test and assignments
■ Requires support in their team and/or small group setting for success
State Guidelines for SLD/OHI

- Placement determined annually by a team
- Consideration is given to any potential harmful effect on the child
- A child is not removed from a classroom because of necessary modifications
Placement of CTI services is a team decision and should be made with input from CTI teacher, special education teachers and a general education teacher.
Things to remember:

- Communication to CTI is essential for student’s success
- We are not Team Teachers – we are a support service for the student
- Services can be provided each week in a variety of ways
- Be flexible as CTI schedules are fluid.
We are here to help, but we cannot be your disciplinarian, copy maker, and paper grader.

We serve kids for approximately 50 minutes a week so you must communicate issues/needs with us.

We want to see all kids succeed.
How Services Can Be Provided

- Lab Setting - all students must be independent in a lab setting – daily support is not provided
- Testing – apply accommodations, reformat tests
- Transition Plans – write the transition plan, attend IEP meetings and meet with Voc Rehab
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<td>Planning</td>
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What to do with your students

- Review the accommodations
- Communicate any concerns/questions with both case manger and CTI
- How does this fit in a lab setting for you?
- Get to the know the student.
Accommodations for students

■ Clarify instructions
■ Adjust length of assignment // ” check in times” for each part
■ Copy of notes // note exchange
■ Modify test format
■ Chunk assignments // scaffolding
■ Others
Considerations

- Seating assignments
- Project checklist
- Establish Behavior Cues
- Alternate test options
- Organizational tools / graphic organizer
Accommodating the student

- Give your tests in advance to CTI so they can modify and set classwork to align with modifications.
- Pair the students with a stronger group, do not let all SEC students sit in a group together.
They do not have to do every assignment that the class does, they need to meet the standard.

What pieces are the most important for student completion?

SEC students may work slower than others.
Behaviors

■ Daily disruptions should be addressed with the case manager and CTI.
■ Keep the parents informed of all concerns
■ Be aware of the disability and behaviors connected to them.
- Is the behavior a safety concern?
- Is the student safe in the lab setting? Are the others safe?
What if I don’t have a CTI?

- Work the case managers in your school
- If they need small group or read aloud for the test, the case manager steps in to help
- Shorten the test
- Remove the essays
IEP Meetings

- Your input is very important.
- Attend and give written feedback to the case manager
- Share successes or concerns with parents
- If CTI is in your county, make sure we are written into the IEP
Questions?

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